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ABSTRACT

California Assembly Bill (AB) 1725, the 1988 community college reform bill, set aside funding for locally developed and implemented staff development programs. Though staff development has been a priority at American River College (ARC) for the past 10 years, the additional monies from AB 1725 will allow the college to expand existing programs as well as develop urgently needed new ones. The ARC Staff Development Advisory Committee (SDAC) was formed to develop a plan to address the college's needs for 1988-89 and 1989-90. The committee determined that structures were already in place for a comprehensive staff development program, but that more coordination was needed. They placed responsibility on faculty, classified staff, and management for assessing their own development needs and translating those needs into plans. The following staff development needs were identified: (1) faculty, staff, and administrators all needed programs focusing on affirmative action, shared governance, and computer training; (2) faculty development needs included a teaching resources center, lectures, seminars, workshops, an annual teacher retreat, a student feedback program to assist faculty in improving courses, and funding for travel, conferences, research projects, and special projects; (3) classified staff development needs included an expanded program of workshops and speakers, travel funds, expansion of the staff development library, scholarships, and a new employee handbook; and (4) in addition to an expanded program of workshops, seminars, and speakers, plans for management development included minigrant and mentor programs. Of the $74,050 budgeted under AB 1725, $17,000 will be allocated to the computer training, affirmative action, and shared governance programs, and $53,300 to the special program needs of each employee group. A set of color-coded appendices contain results of the needs assessment surveys, a list of the computer courses offered through the staff development program, excerpts from the AB 1725 legislation, information on the charge and composition of the SDAC, and a staff development committees membership list. (WJT)

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AMERICAN RIVER COLLEGE

HUMAN RESOURCES DEVELOPMENT PLAN
1988-89 AND 1989-90
In Response to AB 1725 Faculty and Staff Development

Contents

Human Resources Development Plan 1

Appendix A 7
Staff Development Advisory Committee
charge and composition

Appendix B 8
AB 1725 legislation on staff development
Guidelines from CA Community Colleges Chancellor's Office

Appendix C 10
Needs assessments

Appendix D 24
Intersegmental computer training program

Appendix E 29
Membership of staff development committees

ARC STAFF DEVELOPMENT ADVISORY COMMITTEE
1988-89

Tom Bloom - CoChair - faculty
Chairman, Professional Standards Committee
Sharon McCuen - CoChair - Assistant Dean Research & Development
Les Lehr - faculty
Chairman, Staff and Institutional Development Committee
Bruce Swinehart - faculty
Director, Teaching Resources Center
Tom Powell - faculty
President, Faculty Senate
Francisco Arce - faculty
Sue Lorimer - faculty
Phyllis Lane - classified
Chairman, Classified Advisory Committee
Mary Smith - classified
Delores Smith - management
Chairman, Management and Organizational Development Squad
Bruce Werner - management

AMERICAN RIVER COLLEGE

Human Resources Development Plan
Spring 1989 and 1989-90

INTRODUCTION

Staff development has been a priority at American River College for the past 10 years, and comprehensive programs have been established for faculty, classified and management staff. The college goals and objectives have illustrated this emphasis, and the college has received commendations in the past two accreditation team visits for its strong staff development programs. AB 1725, the community college reform bill adopted in 1988, includes funding to support locally developed and implemented staff development programs. These additional monies will allow American River College to expand existing staff development programs as well as develop urgently needed new ones.

ADVISORY COMMITTEE

The Staff Development Advisory Committee (SDAC) was formed by the college president in the fall of 1988 to develop the college's response to AB 1725. Specifically, the committee was charged with assessing ARC's staff development needs and developing a plan to meet the needs for 1988-89 and 1989-90. The committee includes the chairpersons of the five ARC committees that deal with staff development activities, plus the Faculty Senate President and two faculty appointed by the Faculty Senate, one manager, one classified representative and the assistant dean of research and development ***(appendix A/buff)***.

The committee held its organizational meeting on November 15, 1988, and selected faculty member Tom Bloom and assistant dean Sharon McCuen as committee co-chairs.

SCOPE OF THE PLAN

The committee reviewed the legislation and the purposes for which AB 1725 funds may be expended, along with criteria from the state Chancellor's Office ***(appendix B/pink)***. It was agreed the scope of the plan would include faculty, classified and management staff. The committee determined it would seek as broad an involvement by staff as possible in the needs assessment and plan development despite the very short timeline.

DEFINITION

The committee accepted as a working definition of staff development the statement from the California Community Colleges Chancellor's office included in the initial certification: "Faculty and staff development is defined as either direct college or district services to faculty or staff, or support, that helps them improve their skills in instruction, advising, assessing student progress and developing curricula; or that improves student services or staff job performance; or helps faculty to conduct research or other scholarly or creative work, and/or to stay current in their field or discipline."

NEEDS ASSESSMENT

The committee determined that each segment -- faculty, classified and management -- would be responsible for assessing the staff development needs of its constituency and for translating the needs into plans. It was agreed that the five existing staff development committees would work with their membership on these tasks, and that any other body, such as the Faculty Senate, would also be welcome to provide input. (For needs assessment and preliminary plans see ***appendix C/green***.)

FINDINGS

As the SDAC committee reviewed the needs and the many existing staff development activities, it became clear that structures are already in place for a comprehensive staff development program at ARC and that these structures should continue to be used to implement an expanded program with AB 1725 funds. However, it was agreed that more coordination is needed. It was also evident that there is a great demand for opportunities for individual faculty members and academic departments to meet their unique staff development needs. It also became clear that several staff development issues -- affirmative action, shared governance and computer training -- cut across the segments and need to be addressed in a comprehensive fashion.

STAFF RESPONSIBILITIES

The assistant dean for research and development will continue to have overall responsibility for the college's staff development program, working closely with the various staff development committees and the Teaching Resources Center. This person will oversee planning, allocation of dollars, implementation, dissemination of information, documentation and record keeping, and evaluation. The Staff Development Advisory Committee will continue to function as an umbrella coordinating committee, reviewing evaluation material and giving general direction to the program. The SDAC acknowledges that the short time-line for developing the needs assessment and plan resulted in a hurried approach; it is understood that the plan needs to be fluid and will be subject to modification and refinement from year to year.

STAFF DEVELOPMENT PROGRAMS AND ACTIVITIES

**** indicates staff development programs and activities to be initiated or expanded with AB 1725 dollars.***

INTERSEGMENTAL PROGRAMS

The following represent broad areas of staff development needs that cut across the segments. Programs will be developed for faculty, classified and management as follows:

Affirmative Action* Affirmative action is a major emphasis in AB 1725. The Affirmation Action/Sex Equity Committee is appointing a special subcommittee to develop an affirmative action staff development program for the college. This subcommittee will be given an allocation of AB 1725 staff development dollars to implement its plan, working with the Research Office and appropriate campus committees and groups.

Shared Governance* Shared governance has received considerable emphasis on campus. The Shared Governance Planning Committee will be asked to develop staff development activities relating to shared governance; the committee will be given AB 1725 staff development dollars for this purpose.

Computer Training* Improving computer skills was among the highest priorities for faculty, classified and management staff. A comprehensive training program has been developed based on a campuswide needs assessment and input from appropriate staff. This program will be coordinated through the Research Office. ***(appendix D/yellow)***

FACULTY STAFF DEVELOPMENT PROGRAMS

Teaching Resources Center

The Teaching Resources Center is the heart of ARC's faculty staff development program. A faculty director and assistant will continue to direct the center's activities with assistance from the Teaching Resources Center Advisory Committee which includes faculty from each area ***(appendix E/blue)***. The Teaching Resources Center's ongoing program and activities to be expanded with AB 1725 funds include:

Lectures, Seminars and Workshops* -- Will be expanded, with a major series on a theme selected by the committee each semester.

Instructional Skills Workshop* -- Regular offerings of this intensive, four-day program to improve instructional skills will be offered to faculty.

California Great Teachers Seminar -- At least one faculty member will be selected to attend each year through a drawing. The seminar focuses on exploring innovative teaching techniques and solutions to common teaching problems.

Great Teachers Retreat* -- Faculty who attend the Great Teachers Seminar will replicate the experience annually on a weekend retreat for 10 faculty members.

Student Feedback Program* -- Faculty will be given assistance in getting student feedback for course improvement.

Minigrants -- For faculty to bring subject area specialists to work with faculty on campus, and for faculty to visit programs at other colleges will continue with easy application procedures and quick turnaround.

Video Feedback -- Allows faculty to see themselves from their students' perspective for improving learning in the classroom.

Assessment of Instructional Materials -- Textbooks, tests and teaching materials will be assessed for effectiveness.

Teacher Exchange -- Information is provided for faculty interested in an exchange.

Resource Corps -- Faculty with an interest or question will be linked with other faculty on campus who are willing to share skills and expertise.

Computer Training -- Computers are available in the TRC for faculty development; the Teaching Resources Center will be heavily involved in the campuswide computer training program.

Resource Bank* -- The collection of books, magazines, journals, newspapers, videotapes, audiotapes and other resources relating to teaching will be expanded for faculty use.

Retraining -- Assistance is provided to faculty interested in retraining to a new field.

Grants to Individual Faculty or Departments for Staff Development*

The Staff and Institutional Development Committee ***(appendix E/blue)*** will have increased funds from AB 1725 to award to faculty for individual or department staff development activities that meet AB 1725 criteria. This may include travel, conferences, research projects or special projects. The committee includes a representative from each instructional area; several funding periods will be held throughout year.

Release Time for Staff Development Activities*

Release time for faculty staff development projects will be awarded by the Professional Standards Committee and funded from AB 1725 dollars. The Professional Standards Committee also awards Type A and Type B professional development leaves, as outlined in the faculty contract. These leaves may be for traditional sabbaticals (Type A) or partial reassigned time for special projects and activities (Type B). This committee includes a faculty representative from each area ***(appendix E/blue)***.

Other

Faculty travel money is provided on a formula basis to the instructional areas and is allocated by the area deans. Vocational education funds are available for inservice and travel relating to occupational programs through the office of the associate dean for Occupational Education.

Special grants for vocational education faculty and career counselors to update their skills in the private sector are available through the associate dean for Occupational Education.

Type E retraining and skills upgrading paid leaves are available (see faculty contract); interested faculty should work with their area dean.

CLASSIFIED STAFF DEVELOPMENT PROGRAM

The Staff Development Subcommittee of the Classified Advisory Committee ***(see appendix E/blue)*** makes recommendations to the Research Office for classified staff development activities. The program will be expanded with AB 1725 funds as follows:

Workshops* -- An expanded program of workshops and speakers will be offered.

Conference and Travel* -- Additional funds will be made available for classified staff to update skills and knowledge through conferences, off campus seminars, visits to other institutions, etc.

Staff Development Library* -- The collection of audio and video tapes for classified professional growth will be expanded. Tapes may be viewed on campus or checked out to take home.

Specialized Training* -- Funds will be made available, through a proposal process, to offices and areas that need specialized training for specific needs.

Scholarships -- The Classified Advisory Committee awards scholarships to classified staff through a proposal process; funds for this are raised by the committee itself.

New Employee Handbook* -- An information/procedure manual will be developed and made available to all new classified employees.

MANAGEMENT STAFF DEVELOPMENT PROGRAM

The management staff development program is developed by the Management and Organizational Development Squad (MOD Squad), *(appendix E/blue)* a committee of ARC managers representing the various management units. Activities will be expanded with AB 1725 funds as follows:

Workshops, seminars, speakers* -- An expanded program will be offered with topics such as curriculum development, recruitment and hiring of minority staff, grant writing, futurist issues and administrative skills development.

Minigrants* -- Minigrants will be made to managers, through a proposal process, to attend local off-campus workshops and seminars relating to staff development.

Management Mentor Program* -- The committee will explore ways to provide on-the-job training for faculty and staff who wish to move into management positions.

EVALUATION

Evaluation of the effectiveness and impact of the staff development program is an important component of AB 1725.

The Research Office will have the overall responsibility for designing and implementing an evaluation plan, working closely with the Staff Development Advisory Committee. The committee will review evaluation data for needed program changes.

BUDGET

The AB 1725 staff development funds will be administered through the Research Office in the same fashion as regular campus staff development funds. The initial distribution of AB 1725 funds will be based primarily on past practice, with review by the Staff Development Advisory Committee. In future years, the SDAC will play an increasing role in funds distribution.

AB 1725 BUDGET -- 1988-89

Allocation		**$74,050**
Intersegmental Programs		
Computer Training	$8,000	
Affirmative Action	4,500	
Shared Governance	4,500	
Total		**17,000**
Contingency/Operations	$3,750	
Total		**3,750**
Sub Total		**20,750**
Balance		**$53,300**
Segmental Programs		
Classified	$ 6,300 } 19%)	
Management	4,000 }	
Teaching Resources Ctr.	15,000 (28%)	
Prof. Standards Comte.	8,000 (15%)	
Staff & Institutional Development Comte.	20,000 (38%)	
Total		**$53,300**
Grand Total		**$74,050**

February 15, 1989
Research Office

APPENDICES A

ARC STAFF DEVELOPMENT ADVISORY COMMITTEE

Background: AB 1725, the community college reform bill signed by the Governor in September, 1988, provides staff development dollars for community colleges. The bill stipulates that each college must have an advisory committee composed of administrators, faculty and staff representatives which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

Proposal: It is proposed that a Staff Development Advisory Committee be formed to develop ARC's response to this portion of the legislation.

Composition:

Les Lehr	Chairperson, Staff and Institutional Development Committee (includes faculty rep from each area)
Tom Bloom	Chairperson, Professional Standards Committee (includes faculty rep from each area)
Bruce Swinehart	Faculty Director, Teaching Resources Center (Adv. Comm. includes faculty rep from each area)
Tom Powell	President, Faculty Senate
Phyllis Lane	Chairperson, Classified Advisory Committee (includes classified rep from each area)
Delores Smith	Chairperson, MOD (Management and Organizational Development) Squad (represents all management)
Sharon McCuen	Assistant Dean for Research and Development (administrator responsible for staff development)

Plus:
2 additional faculty appointed by the Faculty Senate
1 classified appointed by the Classified Advisory Committee
1 manager appointed by the President's Council
The committee will be co-chaired by a staff member selected by the committee and Sharon McCuen.

Function:
The committee will develop ARC's staff development plan based on the following guidelines:

1. The committee will review the legislation and guidelines from the state Chancellor's Office.
2. Each of the five committee members who are chairpersons of a staff development committee (Professional Standards, Staff and institutional Development, TRC Advisory, Classified Advisory, and MOD Squad) will use their committees as forums for ideas and suggestions to assure:
   a. the broadest possible participation by ARC staff, and
   b. the plan builds on ARC's existing programs and does not duplicate or overlap with existing activities.
3. The committee will review existing needs assessment data; if necessary, it will conduct additional needs assessment.
4. The committee's plan will include an evaluation component.

Timeline:
The Advisory Committee will submit a preliminary plan to the President by December 10, 1988.

Approved: October 31, 1988

APPENDICES B

Article 5. Community College Faculty and Staff Development Fund

87150. There is hereby created in the State Treasury the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

87151. The Board of Governors of the California Community Colleges shall annually allocate funds appropriated for the purposes of this article to each community college district whose chief executive officer has submitted to the chancellor an affidavit which includes:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

87152. (a) The initial allocation to each district, from funds appropriated by the Legislature therefor, shall be an amount equivalent to one-half of one percent of the fiscal year revenues, as defined by Section 84700, received by the district, for the 1987–88 fiscal year.

(b) In subsequent fiscal years, no district shall receive an allocation greater than 2 percent of its fiscal year revenues, as defined in Section 84700, for the prior fiscal year.

87153. The authorized uses of funds allocated under this article shall include all of the following:

(a) Improvement of teaching.

(b) Maintenance of current academic and technical knowledge and skills.

(c) In-service training for vocational education and employment preparation programs.

(d) Retraining to meet changing institutional needs.

(e) Intersegmental exchange programs.

(f) Development of innovations in instructional and administrative techniques and program effectiveness.

(g) Computer and technological proficiency programs.

(h) Courses and training implementing affirmative action and upward mobility programs.

(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges. including, but not necessarily limited to, programs designed to develop self-esteem.

87154. This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

SEC. 27. Chapter 2 (commencing with Section 87200) of Part 51 of the Education Code is repealed.

SEC. 28. Chapter 2.5 (commencing with Section 87350) is added to Part 51 of the Education Code, to read:

You should also be aware of the general project criteria which the Chancellor's Office and the California Postsecondary Education Commission regard as the highest state priorities. From the State perspective, evaluation of the effectiveness of staff development programs will very likely make use of these criteria and projects involving any of the authorized uses could address these criteria. These criteria are:

* Improving classroom instruction and service delivery to students.

* Addressing the needs of changing student populations, especially underrepresented and underprepared students.

* Advancing faculty and staff affirmative action. (While separate funds have been designated in AB 1725 for affirmative action, any projects funded through the Faculty and Staff Development Fund which would contribute primarily or incidentally to affirmative action should also be pursued and documented.)

* Integrating faculty and staff development planning with overall institutional research and planning.

APPENDICES C

FACULTY SENATE

AMERICAN RIVER COLLEGE
4700 College Oak Drive
Sacramento, CA 95841

Date: February 8, 1989

To: The Faculty

From: The Faculty Senate

Regarding: Results of Faculty Survey of Staff Development Needs

THANKS

Many of you may recall in late November completing a staff development survey on a rush basis for the Senate. Your input was used, and it was an important piece needed to develop the staff development plan required by the State. We have just learned that ARC has been granted $75,000 to implement that plan.

From your input, I, your Senate President, and Francisco Arce, the Senate Representative to the Staff Development Coordinating Committee, were able to represent what we felt were the faculty views on their needs as well as preferred methods of having those needs met.

SURVEY RESULTS

Items 1-10 of the attached survey reveal that the most critical needs expressed by the faculty was to gain upgrading in their disciplines. The second most important need was for computer skills training, and third was for improving instructional skills.

Items 12-16 show that there is strong support for departmental and individual control over staff development activities. There is marginal support for campus wide coordination and a negative feeling about having district coordination of staff development activities. It is obvious that there is a strong sentiment for grass roots development and control over staff development.

Item 13 demonstrates there is support for instituting flex days to provide time for faculty staff development.

Items 17-24 show that the preferred modes of delivery of staff development are conferences followed by workshops. Visitation, courses, and professional associations received support of about 50% of the faculty. Retreats were the least preferred method of receiving staff development.

Items 25 and 26 showed surprisingly that most faculty have participated in one or more staff development activities within the last year. The most frequent modes of receiving staff development were through conferences and the TRC. These were followed by courses and retreats. All of the activities were viewed positively, but sabbaticals were seen as the most valuable. Unfortunately less than 20% of our faculty have had the opportunity to use this method.

THE PLAN

To maximize grass roots involvement in staff development, a plan has been worked out with the support of Les Lehr, Chair of the Staff and Institutional Development Committee. It is envisioned that committees be established in each division made up of a representative of the Staff Development Committee, a representative of the Professional Standards Committee, the Department Spokesperson, and the Area Dean. They would act as the primary clearing houses for individual and departmental plans for staff development. They would disseminate information on guidelines and would move proposals to the Campus Staff and Institutional Development Committee for final approval and funding.

This plan will be presented to the Staff Development Coordinating Committee at their next meeting. It is hoped that it or a close approximation of it will become the structure for faculty staff development.

It is important to have the faculty decide this spring on whether to implement a flex calendar. The District Senate believed that having time set aside for staff development was critical and formed a Flex Calendar Committee some months ago. That Committee's plan is now before our Faculty Senate. They will make recommendations on whether to reject or modify the plan and subsequently submit it to the faculty for a vote.

We appreciate your support and involvement. If you have further suggestions, please contact your area Senators or send me a note. We are definitely looking forward to getting this process working and utilizing the funds now available.

A 101

STAFF DEVELOPMENT SURVEY

Please indicate the degree of your support for the following staff development activities using the scale below.

Scale:
1 = Oppose
2 = Do not support
3 = Neutral
4 = Support
5 = Strongly support

I would like staff development in:

4.1 1. Instructional skills

4.6 2. Upgrading in my discipline

3.0 3. Training in a new discipline

3.6 4. Research (Classroom based, instructional improvement etc.)

4.3 5. Computer skills

2.9 6. Affirmative action

3.6 7. Communication technologies (Interactive video, electronic classrooms, etc.)

3.0 8. Substance abuse

3.0 9. AIDS education

3.6 10. AB 1725 implementation

4.4 11. Other_____
(Specify)

To improve staff development programing and participation, I would support:

2.6 12. District Coordination

4.1 13. Flex days for staff development

3.4 14. Campus wide staff development programs. (Example: A campus wide committee following input would develop and

host programs in such topics as instructional skills, affirmative action, etc.)

4.4 15. Area or departmental programs (Example: A department could decide to visit another campus or invite a speaker to speak on a topic of departmental concern.)

4.6 16. Individual staff development programs. (Example: Funds could be allocated for each individual faculty member in the same fashion as travel funds. Faculty members would submit plans to a campus committee based on established guidelines. Subsequent to the activity, evaluations would be submitted to the committee.)

Mark the modes of delivery you prefer:

77% 17.	Conferences	78	52% 18.	Courses	53
50% 19.	Guest speakers	50	41% 20.	Retreats	41
48% 21.	College visitations	48	48% 22.	Industry visitations	48
51% 23.	Professional associations	52	71% 24.	Workshops	72

Describe briefly your most urgent staff development need. This could include those you perceive for the college or your department as well as you personal need.

The most urgent staff development needs listed were:

	Description	# indicating need
1.	Training and upgrade in use of computers	22
2.	Improve knowledge in my discipline	14
3.	Attend conferences relevant to discipline	9
4.	Learn new classroom or teaching techniques	7
5.	Articulate with 4 year institutions	6
6.	Curriculum improvement	4
7.	Exchange programs between and within college	3
8.	Industry visitations	3
9.	Study learning process	2
10.	Improve laboratory experiments	2
11.	Classroom Research	1
12.	Futures	1
13.	AB 1725	1
14.	Integrate science with other fields	1

To establish a base line of staff development as it presently exists at ARC, mark the answers that best apply to your circumstance. (Staff development activities include sabbaticals, TRC sponsored activities, courses, retreats, conferences, etc.)

25. I participated in my last staff development activity:

76% A. Within the last year 17% B. 1 to 3 years ago
3% C. 4 to 6 years ago. 4% D. Over 6 years ago

26. Over the last 3 years I have participated in the following number of staff development activities:

4% A. 0 40% B. 1-3 29% C. 4-6 27% D. Over 7

(If you marked D in 25 or A in 26 you may skip the remaining items)

27. Mark all the activities in which you have participated during the last 3 years:

	#		
7%	7	A.	Sabbaticals
17%	17	B.	Release time projects
56%	57	C.	TRC sponsored activities
31%	31	D.	Courses
35%	35	E.	Retreats or colloquia
72%	73	F.	Conferences
18%	18	G.	Other_____

(Specify)

28. Rate the staff development activities in which you participated as to their effectiveness.

1=Not effective 2=Effective 3=Highly effective

			#
2.8	A.	Sabbaticals	19
2.6	B.	Release time projects	23
2.3	C.	TRC sponsored activities	60
2.6	D.	Courses	37
2.6	E.	Retreats or colloquia	40
2.7	F.	Conferences	75
2.9	G.	Other_____	14

AMERICAN RIVER COLLEGE
TEACHING RESOURCES CENTER
Staff Development Plan for Spring 1989 and School Year 1989-90

The purpose of the TRC is to improve instruction at ARC by providing services, programs, and resources geared to instructors' individuals needs and interests. The goal is to provide as many of these services, programs and resources by faculty involvement; specifically, supporting the concept of teachers helping other teachers to teach. The expectation is that through the TRC improvements in the teaching-learning process will continue to be a major institutional focus in keeping with the college goal of Excellence in Education.

PROGRAM CONTINUATION AND EXPANSION

The following are programs which are currently offered or are planned to be offered during the spring semester 1989 and the 1989-1990 school year. However, the demand for existing services exceeds our abilities at this time. If we are to meet the demand for existing services as well as expand services in requested areas, we need additional funding. Each activity is keyed to the criteria for staff development in AB1725.

INSTRUCTIONAL DEVELOPMENT PROGRAMS

LECTURES, SEMINARS AND WORKSHOPS (a, b, h)

The faculty need: the latest information on teaching, instructional theory and methodology.

To do this the TRC needs: funds for running at least one series each semester.

Some possible series topics:

- Critical and Creative Thinking
- Learning Styles and Motivation
- Using Technology to Teach
- Affirmative Action

INSTRUCTIONAL SKILLS WORKSHOP (a)

The faculty need: a way to explore and improve instructional skills which will improve learning.

To do this the TRC needs: a series of workshops provided by the ISW Team; see separate request attached.

CALIFORNIA GREAT TEACHERS' SEMINAR (CGTS) (a)

The faculty need: to explore innovative teaching techniques and solutions to common teaching problems with faculty from other academic areas and college campuses.

To do this the TRC needs: funds to send one or two persons each year.

ARC GREAT TEACHERS' RETREAT (facilitated by CGTS participants) (a)

The faculty need: to explore innovative teaching techniques and solutions to common teaching problems with faculty from other academic areas of our campus.

To do this the TRC needs: funds to send 10 to 20 faculty to an annual retreat.

STUDENT FEEDBACK PROGRAM (a)

The faculty need: to have a colleague (or a specialist/consultant) go into a classroom at their request and obtain feedback from the students about the course and the way it is taught so they can use this information to improve their teaching.

To do this the TRC needs: stipends for faculty who provide this service.

GRANT-A-WISH MINI-GRANTS (a, c, f)

The faculty need: regular updating of their subject area knowledge.

To do this the TRC needs: funds provided through a quick and simple process to bring experts to this campus to speak to the faculty in a specific department and to allow faculty to visit programs at other campuses.

VIDEO FEEDBACK PROGRAM (a)

The faculty need: a means to see for themselves their effectiveness from the students' perspective for purposes of improving learning in the classroom.

To do this the TRC needs: funds to guarantee continued student video help.

ASSESSMENT OF INSTRUCTIONAL MATERIALS (a)

The faculty need: a means to have textbooks, tests and handouts assessed to determine if changes need to be made for purposes of improving their course and their teaching.

To do this the TRC needs: continued assistance from the specialists who can provide these services.

TEACHER EXCHANGE (e)

The faculty need: opportunities for professional growth by teaching in a different location for a semester or more.

To do this the TRC needs: information about exchange opportunities and to distribute this information to the faculty.

SUPPORT SERVICES

TRC RESOURCE CORPS (a, b)

The faculty need: to connect with those faculty on this campus who have developed an expertise in specific areas which are of interest to the faculty in need. (Some example areas would be: proposal writing, student retention, research, etc.)

To do this the TRC needs: funds to compile the "TRC Resource Corps Guide".

COMPUTER LITERACY AND CONTINUED ASSISTANCE (a, g)

The faculty need: instruction and regular assistance on computers and computer software.

To do this the TRC needs: funds to provide computer literacy courses for faculty as well as individual assistance in the TRC; funds to purchase software and corresponding tutorial programs; funds to continue student audio-visual help to videotape skilled faculty while they teach other faculty computer skills.

NEWSLETTER

The faculty need: to be made aware of all of the programs, events and services which are available to them through the TRC.

To do this the TRC needs: continued staffing of the center by the TRC Assistant who prepares the newsletter.

NEW FACULTY PROGRAM (a, b)

The new faculty need: support in becoming a part of the American River College family such as providing them with campus information, information about TRC programs and services and opportunities to interact with their peers.

To do this the TRC needs: funds to create informational videotapes.

RESOURCE BANK (a, b)

The faculty need: to have available books, magazines, journals, newspapers, videotapes, audiotapes and other media for purposes of professional development.

To do this the TRC needs: funds to purchase items for the resource bank.

PART-TIME/EVENING AND TEMPORARY INSTRUCTOR PROGRAM (a)

The part-time/evening and temporary faculty need: information, programs and services which will improve the learning in their classrooms.

To do this the TRC needs: funds to develop and implement a program.

RETRAINING (d)

The faculty need: assistance in exploring the possibility of retraining to teach in a different field.

To do this the TRC needs: information about opportunities and procedures.

OTHER NEEDS FOR FUNDS TO CONSIDER

A second TRC videorecorder. The faculty needs for a videorecorder exceeds the abilities of a single videorecorder.

Increase the TRC Assistant's hours. The programs, events and services which meet the faculty's needs exceed the abilities of a 30-hour per week, 9 month employee; in addition, these hours do not allow for the assistant to provide summer services for summer faculty.

STAFF DEVELOPMENT PROGRAM IDEAS

ARC Counseling Staff

I. IMPROVEMENT OF TEACHING

A. Curriculum Development for C & G classes (TRC--Conf Travel, Visiting Expert Grants; Professional Development Leaves)
B. Improve Teaching Delivery (TRC--Great Teachers Seminar, ISW)
C. Improve Career Testing Interpretation and Use (TRC--Conf Travel, Workshops)
D. Increase Knowledge of Job Market Trends (TRC--Conf Travel, Visiting Expert Grants)

II. MAINTENANCE OF CURRENT ACADEMIC AND TECHNICAL KNOWLEDGE AND SKILLS

A. Knowledge Of Local Job Market Trends (Same as #I.D.)
B. Knowledge Of Transfer Admissions, Program, and Graduation Requirements (TRC--Grant A Wish Funds to Visit Other Campuses)
C. Knowledge Of Local Mental Health Services (TRC--Visiting Expert Grants)
D. Increase Substance Abuse Counseling Skills (TRC--Visiting Expert Grants)
E. Increase Crisis and Short Term Personal Counseling Skills (TRC--Visiting Expert Grants)

III. RETRAINING TO MEET INSTITUTIONAL NEEDS

A. Explore Alternative, Non-traditional Ways Of Reaching Underrepresented Students (Staff and Institutional Dev Grants)
B. Prepare Counseling Services To Meet Different Needs Of Underrepresented Students (?)

IV. INTERSEGMENTAL EXCHANGE PROGRAMS

A. Learn About Innovative And Effective Counseling and Matriculation Programs At Other CC's (TRC--Grant A Wish Funds To Travel To Other Campuses)

V. DEVELOPMENT OF INNOVATIONS IN INSTRUCTIONAL AND ADMINISTRATIVE TECHNIQUES AND PROGRAM EFFECTIVENESS

A. Develop Extended Orientation Programs To Increase Student Success And Retention (Staff And Institutional Dev Grants)
B. Develop More Methods To Increase Transfers (?)

Memorandum
American River College

January 9, 1989

TO: Special Advisory Committee

FROM: Thomas C. Bloom, Chairman
Professional Standards Committee

SUBJECT: **Disposition of AB 1725 Funds**

As chairman of the Professional Standards Committee, I am pleased to have this opportunity to express the need for additional funding to augment current Type A and Type B sabbatical monies. This committee has consistently wrestled with having to choose between valid and deserving proposals. Inadequate funding for Type A and Type B assignments have cost the departments, campus and district valuable services and improvements which highly motivated faculty were willing to perform. In fact, in several instances, the committee has not only had to reject proposals of exceptional merit, but also had to grant considerably less time to faculty members whose proposals were funded, since requests far exceed available resources. For example, though the Professional Standards Committee has been able to award five Type A sabbaticals and eight Type B reassignments since the fall of 1986, it has had to deny eight Type A and ten Type B proposals, primarily because of the lack of available funds.

The quantity and the quality of the proposals faculty members have submitted to this committee attest to the need for increased support of the sabbatical program. It is with considerable need, enthusiasm and anticipation that this committee awaits the disposition of additional funding from AB 1725.

ms

REQUEST FOR FUNDS
CLASSIFIED STAFF DEVELOPMENT PROGRAMS

One of the roles of the Classified Advisory Committee is to assist in the development and implementation of staff development activities of classified staff.

Since the Classified Advisory Committee includes a representative from each area on campus, the committee was used to ascertain the needs of classified staff for the AB1725 staff development funds. In most cases the needs indicate expansion of existing programs. The following statement indicates the needs that were identified and the proposed program to meet the needs.

COMPUTER TRAINING **b, d, g**
Staff Need: As computer hardware/software technology continually changes, office staff training needs must be frequently and continually updated to meet the growing needs of the institution.

Program: Computer training sessions will be presented by faculty specifically trained in this field in order to help strengthen the computer knowledge of campus staff. A series of sessions are needed, as well as on-going monthly sessions where staff can receive additional training on procedures, specific areas of knowledge or updating of systems.

CONFERENCE AND TRAVEL **b, d, h, i**
Staff Need: Insufficient travel funding for classified staff has limited personnel in achieving information required to update skills and knowledge to meet growing institutional and professional needs.

Program: Additional funding for classified staff is required to assure participation in off-campus professional development conferences and seminars.

STAFF WORKSHOPS **b, c, d, h, i**
Staff Need: Inservice training is required by trained professionals to achieve professional and personal development.

Program: An increased number of staff development workshops on campus will be presented resulting in improved skills and new information to improve job performance. Programs will include such topics as time management, communication skills, handling difficult people, motivation, and problem solving.

NEW EMPLOYEE HANDBOOK **c**

Staff Need: There is a need for a procedure manual to be available for new classified employees.

Program: A procedure/information manual will be compiled and made available to all new classified employees. Information in manual will include areas and their functions; contact persons for specific problem solving; campus management structure; form usage; emergency procedures; and campus related employee benefits.

STAFF DEVELOPMENT COMMITTEE LIBRARY **b, c, i**

Staff Need: Inservice training to strengthen individual needs relating to professional and personal development.

Program: A series of video and audio cassettes will be purchased and made available to classified employees on a checkout basis. Tapes purchased will relate to personal and professional growth and include such topics as speaking with confidence; coping with difficult people; how to listen powerfully; image and self-projection.

SHARED GOVERNANCE **i**

Staff Need: There is a need for classified staff to have increased representation within decision-making committees on campus.

Program: A shared governance committee will continue to facilitate recommendations and inservice activities to insure equal representation among all campus segments.

SPECIALIZED TRAINING **b, c, d, g, h, i**

Staff Need: Areas/departments have specific needs for specialized training and updating of procedures.

Program: Specialized training sessions tailored to meet specific needs within a department will be organized. Areas will include community service; campus police; maintenance; financial aid; and support services. Training will include specific computer programs, and increased knowledge relating to safety and security.

American River College

AB 1725 - Staff Development Needs
Managers/Administrators

1. CRITERIA	NEED	ACTIVITY
b,d,f,g	improve computer skills	- one day workshops (on & off campus) - series of workshops - ARC courses
a,b,c,f	curriculum development	- workshops (on & off campus) - lecture series - seminars (coordinate with MOD Squad & TRC)
a,d,h	recruitment/hiring of minority staff	- seminar series - workshops (on & off campus)
a,b,c	grant writing	- seminar series with opportunity to prepare grants under direction of facilitator
d,e,f,h	management mentor program	- on-going program to provide on-the-job training for faculty & staff who desire to move into management positions
d,f	shared governance	- colloquium series
b,d,f	administrative skills development	- continue programs sponsored by the MOD Squad
a - i	futurist issues - leadership in the year 2000 - innovation in CCC's - working with new student population - total quality management - developing vocational education programs	- continue programs sponsored by the MOD Squad - seminars - teleconferences - videotapes - workshops co-sponsored by MOD Squad & TRC
a - i	grant program	- offer grants to attend workshops & seminars

2. The current MOD Squad steering committee can be used to distribute and enforce accountability of funds being requested. The needs listed here should be addressed by the steering committee.

3. The needs specified by members of the MOD Squad fall into the existing purview of the current campus committee. Some activities (such as developing a lecture series or reviewing applications for mini-grants) will enhance the role of the steering committee.

12/13/88

APPENDICES D

AMERICAN RIVER COLLEGE - STAFF DEVELOPMENT
COMPUTER TRAINING AND ASSISTANCE PLAN for 1989

COMPUTER CLASSES, WORKSHOPS AND PROGRAMS

TITLE		HOURS	COST
January			
Wordperfect 1 (I)		18 hours	
February			
Lotus 123 (I)		9 hours	
MacTechniques (M)		3 hours	no cost
MacGraphics (M)		3 hours	no cost
WordProcessing 1 (M)		3 hours	no cost
DeskTop Publishing 1 (M)		3 hours	no cost
Spreadsheets 1 (M)		3 hours	no cost
Faculty Program (M)		2 hours	no cost
March			
Wordperfect 2 (I)		3 hours	
What's New (I)		2 hours	no cost
Hypercard 1 (M)		3 hours	no cost
MacTechniques (M)		3 hours	no cost
MacGraphics (M)		3 hours	no cost
WordProcessing 1 (M)		3 hours	no cost
Visiting Expert (M)		2 hours	
Faculty Program (M)		2 hours	no cost
April			
Pagemaker (I)		9 hours	
Desktop Publishing 1 (M)		3 hours	no cost
Spreadsheets 1 (M)		3 hours	no cost
Hypercard 1 (M)		3 hours	no cost
MacTechniques (M)		3 hours	no cost
What's New (M)		2 hours	no cost
Visiting Expert (I)		2 hours	
Faculty Program (I)		2 hours	no cost
Staff Program (I)		2 hours	no cost
May			
Intro to Computers	(I&M)	2 hours	
MacGraphics (M)		3 hours	no cost
WordProcessing 1 (M)		3 hours	no cost
Desktop Publishing 1 (M)		3 hours	no cost
Spreadsheets 1 (M)		3 hours	no cost
Faculty Program (M)		2 hours	no cost
June			
Hypercard 1 (M)		3 hours	no cost
Staff Program (I)		2 hours	no cost

September

Wordperfect 1 (I)	18 hours	
Dbase (I)	6 hours	
MacTechniques (M)	3 hours	no cost
MacGraphics (M)	3 hours	no cost
WordProcessing 1 (M)	3 hours	no cost
DeskTop Publishing 1 (M)	3 hours	no cost
Spreadsheets 1 (M)	3 hours	no cost
WordProcessing 2 (M)	6 hours	
Illustrator 88 (M)	9 hours	
Visiting Expert (M)	2 hours	
Faculty Program (M)	2 hours	no cost

October

Lotus 123 (I)	9 hours	
DOS (I)	6 hours	
Integration (I)	2 hours	
Hypercard 1 (M)	3 hours	no cost
MacTechniques (M)	3 hours	no cost
MacGraphics (M)	3 hours	no cost
WordProcessing 1 (M)	3 hours	no cost
Desktop Publishing 1 (M)	3 hours	no cost
Desktop Publishing 2 (M)	9 hours	
Databases (M)	9 hours	
Visiting Expert (I)	2 hours	
Spreadsheets 2 (M)	9 hours	
Faculty Program (I)	2 hours	no cost
Staff Program (I)	2 hours	no cost

November

Intro to Computers (I&M)	2 hours	
Pagemaker (I)	9 hours	
PC-File (I)	6 hours	
Integration (M)	2 hours	
Spreadsheets 1 (M)	3 hours	no cost
Hypercard 1 (M)	3 hours	no cost
MacTechniques (M)	3 hours	no cost
MacGraphics (M)	3 hours	no cost
Hypercard 2 (M)	12 hours	
Powerpoint (M)	6 hours	
Faculty Program (M)	2 hours	no cost

December

Harvard Graphics (I)	6 hours	
Hardware and Devices (I)	2 hours	
WordProcessing 1 (M)	3 hours	no cost
Desktop Publishing 1 (M)	3 hours	no cost
Spreadsheets 1 (M)	3 hours	no cost
Hypercard 1 (M)	3 hours	no cost
MORE (M)	6 hours	
Faculty Program (M)	2 hours	no cost

Supplies and Equipment:

Tutorials and Self-paced Courses:

- Wordperfect 1 (I)
- Wordperfect 2 (I)
- Lotus 123 1 (I)
- Lotus 123 2 (I)
- Pagemaker 1 (I)
- Pagemaker 2 (I)
- Pagemaker 3 (I)
- Dbase 1 (I)
- Dbase 2 (I)
- DOS (I)
- MacTeach 1 (M)
- MacTeach 2 (M)
- Pagemaker 1 (M)
- Pagemaker 2 (M)
- Pagemaker 3 (M)
- Pagemaker 4 (M)
- MS Works 1 (M)
- MS Works 2 (M)
- MS Works 3 (M)
- Hypercard 1 (M)
- Hypercard 2 (M)
- Hypercard 3 (M)

Other:

- IBM Clone Computer (for the TRC)
- Reference Materials

General program descriptions:

Introduction to computers type programs:

IBM	Introduction to computers
	DOS
	Hardware and Devices
	What's New
Mac	MacTechniques
	MacTeach
	What's New

These programs are geared to introduce the staff to computers and to the options which different programs and systems provide. In addition, basic computer skills (such as desktop management) are often taught and which are the basis for all future learning.

Word processing type programs:

IBM	Wordperfect 1 & 2
Mac	Wordprocessing 1 & 2
	MORE
	Works

These programs teach basic word processing skills such as editing, insertion, typeover, moving blocks of text, cutting, pasting, etc. Any document previously created on the typewriter can now be created on the computer and stored to be retrieved later and edited as needed. Exams, reports, handouts, guidelines, etc. can all be created and effectively managed using the computer and a wordprocessing program.

Numeric and database processing type programs:

IBM	Lotus 123
	Dbase
	PC File
Mac	Spreadsheets 1 & 2
	Databases
	Works

These programs are geared to teach the staff how to use the computer as a financial reporting tool as well as a way to manage data. These programs are used for preparing and maintaining budgets, FTE, gradebooks, or any documents which involves numeric calculations and data management (e.g., formulas, functions, cells and ranges).

Graphic type programs:

IBM	Harvard graphics
Mac	MacGraphics
	Illustrator 88

These programs are geared to teach the staff how to use the computer to create high quality graphics and pictures which illustrate and complement word and numeric documents. These programs are used for making overlays, graphs, models; anything you would have to "paint" or "draw".

Desktop Publishing type programs:

IBM	Pagemaker
	Integration
Mac	Desktop Publishing 1 & 2
	Powerpoint
	Pagemaker

These programs integrate wordprocessing, numeric processing and graphics to provide high quality "published" documents. Special skills are needed to use the special features provided. Exams, overlays, accreditation reports, college catalogues and course schedules are examples of items created using these programs.

Other programs:

IBM	Faculty Program
	Staff Program
	Visiting Expert
Mac	Faculty Program
	Visiting Expert
	Hypercard 1 & 2

The Faculty and Staff Programs showcase an ARC staff member (or members) who is using the computer for a specific purpose and then "shares" this knowledge with others who are interested in doing the same. For example, staff panels of "experts" are brought together to show how they have adapted the computer for specific tasks which others can utilize but have overlooked.

The Visiting Expert is a person who is brought to ARC to broaden the knowledge of the ARC staff in the area of computers. Suzanne Bailey, a consultant who uses computers to communicate specific, clear, graphic ideas in a way that people will learn and remember what they have learned, is an example of a visiting expert.

Hypercard is a program by which the computer can be used to organize information beyond previously mentioned programs. Hypercard is used to write personal programs; for example, any area or department may determine a need for the computer to accomplish certain tasks and write their own software using Hypercard. Hypercard is also a new perspective on how to integrate learning with computer technology; tutorials and other instructional items are being created on Hypercard by instructors of many institutions.

1990 and Beyond:

Continuation of programs and workshops as long as a demand exists.

CS 1, a self-paced 1 unit course, will be offered through the Learning Resources Center. This course will familiarize staff with computers and various applications.

Resources: Various resources will be made available to computer users to help them research answers to questions and problems.

Equipment and software - IBM, Macintosh and Apple computers are available for staff to use for purposes of staff development. Faculty may use the computers in the Teaching Resources Center (3 Macintoshes, 1 Apple //gs and 1 IBM clone); all staff may use the computers in the Learning Resource Center (30 Macintoshes, 45 Apple //e's and 14 IBM clones). Scanners, laserprinters, modems and other auxillary equipment are also available in both centers. The Teaching Resources Center also has three Apple //c's, one IBM clone and one Macintosh to loan to faculty who wish to learn the computer and/or software at home. The Learning Resources Center also has a "smart classroom" which integrates the latest computer technology for instructional purposes. Staff computer classes for the Macintosh are scheduled in this classroom. **Already funded.**

Student Assistants - qualified student assistants will be provided in the Teaching Resources Center and the Learning Resource Center to assist staff in problem solving while working with the computer or a particular software program. **Already funded.**

Reference bibliography - a bibliography will be compiled of recommended books available to assist computer users. **Already funded.**

ARC Resource File - a compilation which documents staff who use computers, as well as what kinds of software they use and how the use it. **Already funded.**

Off Campus Resource File - due to our inability to provide for highly specific computer needs, a listing of other courses and training will be available for those who wish to pursue them. **Already funded.**

NOTES:

IBM and IBM clone computers and software are designated by an "I"; Macintosh computers and software are designated by an "M". (Apple computers are being phased out of the Learning Resource Center; therefore, no programs and instruction are planned using these computers.)

No cost programs are those which are either self-supporting (by generating ADA) or are provided above and beyond the regular duties of a staff member for no additional cost.

While some programs are named according to the software which is used, other programs are named according to the task(s) which are learned. The only duplication of effort which occurs in this plan is when a popular and necessary program is repeated due to demand.

Developed by: Linda Jurgens
Rhonda Bosworth
Kathie Read
Mike Michel-Evleth
Delores Smith
Mary Smith

January 1989

APPENDICES E

STAFF DEVELOPMENT COMMITTEES

Teaching Resources Center Advisory Committee

George Bleekman-Science
Thuan Bui-Counseling
Barbara Chance-AllHealth
Alyce Fiedler-Science
David Fontana-Math
Bill Hunt-Engineering
Peggy K-Kennedy-Com/Hum
Nancy Reitz-Science
Tom Spradley-Math
Elizabeth Stewart-Com/Hum
Jim Williams-Beh/SocSci
Bruce Swinehart-Science
Chuck Breitsprecher-Science
Barbara Chan-Com/Hum
Lowell Christensen-Physics
Larry Fisher-Library
Chester Howard-Tech/Voc
Walt Kerfoot-Art/HomeEc
Jacqui Lahr-PE
Leo McCauley-Com/Hum
Sherrill Rabe-Business
Harriette Ritchie-Beh/SocSci
Phil Stanley-PE
Sharon McCuen-ex officio

Staff and Institutional Development Committee

Les Lehr-(F)-Art/HomeEc
Bud Gallacher-(F)-Beh/SocSci
Woody Smith-(F)-Counseling
Kathy Monaghan-(F)-Math
Rene Green-(F)-Tech/Voc
Jeff Tucker-(M)
Bob Allegre-(M)
Susan Broom-(F)-Business
Nancy Rietz-(F)-Science
no rep-(F)-PE
Elizabeth Stewart-(F)-Com/Hum
no rep-(F)-Library
Terry Rieger-(M)
Sharon McCuen-ex officio

Professional Standards Committee

Danny White-(F)-Science
Les Lehr-(F)-Art/HomeEc
Jim Negley-(F)-PE
Mike Collins-(F)-Math
Gus Berumen-(F)-Counseling
Carrie Douglas-(M)
Norma Slater-(M)
Tom Bloom-(F)-Beh/SocSci
Dick Guches-(F)-Com/Hum
no rep-(F)-Library
Chet Howard-(F)-Tech/Voc
Lee Ford-(F)-Business
Myron Nadolski-(M)
Sharon McCuen-ex officio

Classified Advisory Committee

Phyllis Lane-(SP)
Margaret Cowan-(C)-Instruction
Janie Najera-(C)-Sec/Warehs
Betty Painter-(C)-BusServ
Linda Finley-(C)-Cafeteria
Lou Fox-(C)-Instruction
Mary Smith-(C)-Instruction
Bob Allegre-(M)
Sharon McCuen-ex officio
Melissa Green-(C)-Library
Carolyn Johnson-(C)-StuServ
Robert Pfliger-(C)-Sec/Warehs
Sandy Savage-(C)-BusServ
Doreen Turner-(C)-StuServ
Judy Quayle-(C)-StuServ
Vira Wagoner-(C)-Bookstore
Pat O'Brien-(M)

Management and Organizational Development Squad

Delores Smith
Sharon McCuen
Marnell Nicknig
Joe Howard
Bob Allegre
Max McDonald
Bob Frew
Norma Slater

Legend = (F)-faculty (M)-management
(C)-classified (SP)-Supervisor/classified

ERIC Clearinghouse for Junior Colleges MAR 3 1990